DOCUMENT RESUME

ED 104 495 JC 750 283

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|---|---|
| AUTHOR | Richards, Lillian S. |
| TITLE | Meeting the Needs of Educationally Disadvantages Women: A Program for Re-Entry. |
| PUB DATE | Jul 74 |
| NOTE | 88p.; Ed.D. Practicum, Nova University |
| EDRS PRICE | MF-$0.76 HC-$4.43 PLUS POSTAGE |
| DESCRIPTORS | *Child Care Centers; Community Services; Educationally Disadvantaged; *Females; Feminism; Information Needs; *Junior Colleges; *Junior College Students; Mother Attitudes; Mothers; Student Characteristics; Student Needs; *Student Personnel Services; Unwed Mothers; Welfare Recipients; Womens Studies |
| IDENTIFIERS | Fresno; *Fresno City College; Needs Assessment; Reentry; Womens Centers |

ABSTRACT

In order to assess the needs of women at Fresno City College (FCC), a questionnaire was distributed to 133 female day students during regular class sessions. Results showed that: (1) 87.2 percent were 18-24 years old; (2) 57.2 percent were White; (3) 77.8 percent were single; (4) over 60 percent needed information on careers, graduation requirments, and work experiences available at FCC; (5) 64.8 percent had yearly incomes of less than $3,000; (6) only 33.8 percent planned to transfer to a four-year college after graduation; (7) 72.5 percent were unemployed; (8) 22.6 percent were mothers; (9) 10.5 percent were mothers of preschool children; (10) 78.6 percent of the mothers of preschoolers would use an on-campus child care facility if one existed; (11) 64.3 percent of the mothers were single, widowed, divorced, or separated; (12) 50 percent of the mothers had yearly incomes under $3,000; and (13) 64.4 percent of the mothers were non-White. Results of a practice questionnaire given to welfare recipients are also noted. The author recommends the establishment of a child care center at FCC, discusses the steps being taken locally and nationally to improve the status of women, reviews literature on the functions of the community college and on existing re-entry programs for women, and makes recommendations for expanding and improving the present services of the FCC Women's Center and for implementing special services to facilitate the re-entry of female students. The questionnaire with response data is appended. (DC)

ED104499

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# MEETING THE NEEDS OF EDUCATIONALLY DISADVANTAGED WOMEN: A PROGRAM FOR RE-ENTRY

by

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Fresno City College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

July 1974

JC 750 283

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# Chapter 1

## INTRODUCTION

There is worldwide attention focused on women today. They are studied by experts for female characteristics, traditional role-playing functions, and psychological and cultural behavior patterns. They are examined in lengthy, historical perspectives as to their special relationships to men, to children, and to the community at large.

However, women seek a new self-image. They want equal recognition and a hand in pursuing their destiny as individuals, utilizing their uniqueness: their humanity. They are, in fact, part of a total humanistic revolution involving all persons--Black, Brown, Indian, the handicapped of any age--whose potential is denied. Women no longer wish to be isolated from the mainstream of American life. They seek a working model which solves basic problems in human relationships.

The impetus for this investigation grows out of two primary factors. One, the college is not attuned to

the special needs of women. Two, sexism is pervasive in America, and women are still being conditioned from the cradle to see themselves as inferior beings who must take their subordinate position. Considering that population growth must stabilize, women no longer need to seek primary personal fulfillment through the experience of motherhood. Yet, the majority of women are ill prepared to work save in jobs which are low paying--mainly in factory and in clerical work.

Fresno County has among its residents a significant number of adult women who have not continued their education for several reasons: (1) limited educational background, (2) inadequate financial resources, (3) family responsibilities, (4) limited communication skills, (5) cultural heritage.

In Dual Careers, a national longitudinal study of labor market experience of women, it is indicated that years of education bear the expected positive relationship to the rate of pay for both minority and white. However, minority women are less than half as likely (thirty percent vs. sixty-three percent) to be employed in white collar occupations (sixty percent of the time means clerical

jobs).[1] Low earnings significantly affect the ability of women to purchase needed services. Low earnings affect the self-image and aspirations of women and perpetuate the concept of inferiority.

In California Women the findings of the Advisory Commission on the Status of Women show a significant gap between male and female income. Median earnings of women workers in 1970 was sixty percent of the earnings of men. In 1968, twenty percent of the women but only eight percent of the men earned less than $3,000; sixty percent of women but only twenty percent of the men earned less than $5,000. At the upper end of the scale, only three percent of women but twenty-eight percent of men had earnings of $10,000 or more.[2] There are no figures, as yet, available to compare the earnings of men and women in Fresno.

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[1]H. S. Parned, Shea and Spitz, Frederick A. Zeller & Associates, Center for Human Resource Research, Ohio State University, Dual Careers, Vol. I, U.S. Department of Labor (Washington: Government Printing Office, May, 1970), pp. 111, 112, 135.

[2]California, California Women, Report of the Advisory Commission on the Status of Women (Sacramento: State of California, Documents Section), p. 63.

Figures of the 1970 U.S. National Census indicate that:

1. 67% of women heads of poor families in the nation completed less than twelve years of school compared with 8% who had more than twelve years;

2. 28% of women heads of families with children have incomes below the defined poverty level (1971 Department of Labor);

3. there are 296,115 women heads of families in California;

4. there are 11,836 women heads of families in Fresno County;

5. there are 9,415 women heads of families in Fresno County on welfare (79% of all women heads of families in Fresno, October, 1973);

6. there are 4,296 women heads of families below poverty level in Fresno County (36.5% compared with 28% nationally);

7. there are 1,263 women heads of Black families (22.1% of all Black families in Fresno County);

8. there are 2,925 women heads of Chicano families (12.4% of all Chicano families in Fresno County).

Also, an update of the 1970 census by the Lawrence Berkeley Laboratory, in 1972, revealed the following regarding the unemployment and underemployment of women in Fresno County (see Appendix):

1. Seventy-nine percent of women workers in Fresno County were employed in clerical, retail sales, service work, household work, and farm labor compared to 64 percent nationwide.[3]

2. These jobs, which require twelve years of schooling or less, commanded an annual median wage of $2,555 in 1966.[4]

3. The unemployment rate for women in Fresno County is 9.6 percent compared to a rate of 7.1 percent for men.

These unemployed and underemployed women, who are presently unable to compete successfully in the labor force, are further handicapped by poor self-concepts and a lack of self-confidence. In a society where achievement or value is measured by financial success, women are viewed as non-achievers or as failures. Because of feelings of low self-worth, these women are unlikely to attempt new educational experiences. Furthermore, educational alternatives,

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[3]"Rebelling Women: The Reason," U.S. News and World Report (editorial), April 13, 1970, pp. 35-38.

[4]U.S. Department of Commerce, Bureau of the Census, Series p-60, No. 53.

limited and limiting, are not designed to provide supportive services to women with these negative feelings.[5]

Single mothers are the poorest class of citizens in our community. In an interview with the office of the Director of Welfare for the County of Fresno, it was disclosed that there are 39,073 persons who receive welfare from Aid to Families with Dependent Children (AFDC) as of June 30, 1974. Of this total given above, 8,923 are adult women recipients with a grand total of 25,629 children plus 409 "unborns."[6]

National employment statistics confirm the second class status of women in our society. According to the 1969 Handbook on Women Workers,[7] women comprised 37.1 percent of the labor force in 1968, which meant that 41.6 percent of women in America were working. Of women working, 57 percent are married with

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[5]Fresno City College Application for Proposed Community Service Program Grant under Title I, Higher Education Act of 1965, February 1, 1974.

[6]Interview with Mrs. Vaux, Assistant Director, Department of Welfare, Fresno County, July 12, 1974.

[7]U.S. Department of Labor, Women's Bureau, 1969 Handbook on Women Workers (Washington: Government Printing Office, 1969).

husband present, 22 percent are single, 9 percent widowed, 6 percent divorced, and 6 percent married with husband absent.

Of these women 49 percent are mothers with children over 6 and 29 percent have children under 6. According to statistics from the Underutilization of Women Workers,[8] women are three times as likely as men to earn less than $5,000 for year-round full-time work. Only 3 percent earn $10,000 a year or more compared with 28 percent of men.

Professional women are also underrepresented in their respective fields, according to the report. Starting salaries of college graduates were lower for women than for men in 1970. Women comprise only 22 percent of the faculty in institutions of higher education, 9 percent of the scientists, 7 percent of physicians, 3 percent of lawyers, 1 percent of engineers, and 1 percent of federal judges.

As stated in the practicum proposal, the object of this study will be to determine the interests and needs of

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[8]U.S. Department of Labor, Women's Bureau, Underutilization of Women Workers (Washington: Government Printing Office, 1970).

educationally disadvantaged women; to investigate institutional attitudes and practices which inhibit the full realization of their potential; to consider general societal factors affecting women; and to seek ways to enhance the status of women in our community and in our institution.

Fresno City College, founded in 1910, has the distinction of being the first junior college in the State of California. Located in the central San Joaquin Valley, one of the richest agricultural areas in the country, Fresno City College joined with Reedley College in 1961 to become the State Center Junior College District. The district, encompassing nearly 5,800 square miles, includes portions of Fresno, Madera, Kings, and Tulare Counties (see Appendix for map). Our service area has a population of approximately 450,000 persons.

The college is governed by a board of trustees composed of successful valley ranchers, professional and business men. Until recently, the college emphasized transfer education. More currently, it has begun to develop significant vocational and technical-career programs. Additionally, the college has extended its philosophy, as a public community college, to reach the

non-traditional student with very diverse backgrounds and needs.

However, there is a large segment of population in our attendance area which the college has generally neglected to serve. The institution is insensitive to the special needs of women who are educationally, financially, and culturally deprived. My practicum proposal seeks ways the college might address itself to the task of correcting societal attitudes and imbalances which deny women a rich and full participation in life.

In a rural community, particularly, women have traditionally been regarded as dependents and keepers of the household with emphasis on the role of wife and mother. Women need a new self-image. In order to advance the cause of equality for all citizens, the community college must make provisions for educational, vocational, and cultural experiences urgently needed by unique ethnic groups--the Chicano, the Black, the American Indian--the deprived and exploited in our society.

We live in the anguish and uncertainty of worldwide social revolution. Many are resistant to change, but a total commitment must be made in the struggle against discrimination, racism, and sexism.

I will next examine some of the factors which impede or promote social change as related to women.

## Chapter 2

## BACKGROUND AND SIGNIFICANCE

### SOCIETAL FORCES AT WORK IN OUR SOCIETY

Although the early Suffrage Movement died in 1920 with the acquisition of the vote, the emergence of a new Feminism has a great deal of significance in any consideration of societal factors affecting women today.

Ten years ago, the Women's Movement may have been viewed by some as a fad. However, recent political, and legislative, as well as resulting psychological, developments, have had a tremendous impact on the status of women, precipitating profound cultural and social changes which affect all people.

In the past ten years the re-emergence of the Feminist movement brought about significant "firsts" as well as important political gains as reported in the press almost daily. For example, Shirley Chisolm (Dem., N.Y.), the first Black woman elected to the House of Representatives, ran as a candidate for the Democratic Party nomination in 1972. George McGovern, Democratic nominee

for President, considered having a feminist plank in his platform.

It is not within the scope of this paper to develop in depth the Women's Movement in this country (see Appendix). However, I would like to mention that there are many political action groups and organizations (League of Women Voters, National Women's Political Caucus, Women United, a feminist lobby monitoring the progress of the Equal Rights Amendment), who force the political process to be more responsive and more sensitive to women's issues.

This political activism by women has resulted in considerable legislation which counteracts discriminatory employment practices and is best represented by the gains made in equal employment opportunity.

Federal Legislation

Women made some headway in the last twelve years starting with the President's Commission on the Status of Women in 1961 initiated by President Kennedy. It was the first time the federal government became concerned with women's issues. Following the formation of this Commission were three major federal laws prohibiting job discrimination

on the basis of sex. The Executive Order 12246 as amended by 13375 in October, 1968, deals with employers who have federal contracts over $10,000. It prohibits discrimination in employment, including hiring, salaries, fringe benefits, and training on the basis of race, religion, national origin, or sex.

Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, relates to employers with fifteen or more employees. It is designed to eliminate discrimination, not only in salaries, but in hiring, promotion, training, and other job conditions.

The Equal Pay Act of 1963, as amended by the Education Amendments of 1972 (Higher Education Act) also prevents discrimination in salaries, including fringe benefits, on the basis of sex. Exempted from the Equal Pay Act, however, are employees working for intrastate firms which have less than $250,000 annual sales volume as well as farm workers, household employees, and some other similar categories of employment.

Despite the increasing assortment of both state and federal legal provisions forbidding discrimination against women, there has been no overall constitutional prohibition against discrimination based on sex.

The Equal Rights Amendment (ERA), the proposed 27th Amendment to the United States Constitution, would remove sex as a factor in determining the legal rights of men and women. It states, "equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

If the ERA is passed, laws which restrict the rights of women will no longer be valid and laws which protect the rights of women, if continued, will probably be extended to men. Up to the present time, thirty-three states have ratified the Equal Rights Amendment. Three fourths, or thirty-eight, of the states have to ratify it before the Amendment becomes effective. Since the Amendment is under active consideration in only seven states and four other state legislatures are not in session until next year, the earliest probable date for ratification by the thirty-eighth state is 1975. Even then, the Amendment will not become effective for another two years because states are given that time to review their regulations and practices and to bring them into compliance with the Amendment.

Although we begin to see a basic change in the image and position of women in some aspects of American



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society, much remains to be accomplished before women achieve equal status. Stereotypes still persist, discriminatory practices are rampant, and California laws contain many provisions which institutionalize discrimination. Meanwhile, the image of the little woman whose place is in the home, who is financially incompetent and generally irresponsible, continues to be held by a large part of American society.

State Legislation

On the state level, California passed significant legislation in 1973 revamping laws which apply to women. A revision of the community property laws is contained in a bill authored by Senator Mervyn Dymally (SB 569) which grants the wife equal rights with her husband in managing and controlling community property. It also makes each spouse responsible for the other's support and their children's support. Its effective date will be January 1, 1975. Other legislation gives equal credit rights to a wife to engage in financial transactions in her name without the husband's consent or signature (AB 312).

Another law reduces income taxes for widows and divorcees (AB 6).[1]

In the area of public school curriculum, a bill requires social science courses in grades one through twelve to include the study of the roles and contributions of women, as well as those of specified ethnic groups, to the economic, political and social development of California and the United States. It also requires emphasis on women's and ethnic groups' roles in contemporary society (SB 1285).[2]

According to the Legislative Council Digest dated February 22, 1973, bills for child care and child development programs have been signed by the governor and chaptered. Bill AB 451 was signed by the governor on October 1, 1973, and chaptered. Bill AB 1244 was signed October 2, 1974. AB 451 specifies the standards to be met for teaching credentials and permits. Introductory experiences should improve performance and increase productivity of low-income or disadvantaged children, subject to

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[1]Joyce Fadem, "California Moves," CTA/Teachers Economic Guide, May 26, 1974.

[2]Ibid.

approval by the Trustees of California State Universities and Colleges and the Board of Governors of California Community Colleges.

Conjointly passed is Bill AB 1244 which provides conditions under which low-income or disadvantaged, bilingual children shall qualify for special federal reimbursement. It establishes fees for non-qualifiers. No fees are made against recipients of public assistance. Guidelines have been established by the Superintendent of Public Instruction determining eligibility for state reimbursement. Services to be provided are: fuller part-time supervision; social services as in counseling; health screening; health treatment; nutrition services; late hour or night shift supervision; and in-home child care.

In the psychological arena, consciousness-raising and "rap" sessions develop personal growth and improve the self-image of women. Leader in this activity is the National Organization for Women (NOW) (see Appendix), founded by Betty Friedan, author of The Feminine Mystique. NOW has grown in six years to a membership of about 20,000 members in forty chapters throughout the United States. It has national task forces working on virtually every area of discrimination against women.

Third World women are uniting to battle stereotyping and racism. Although in agreement with the goals of the women's Movement, Margaret Slvan, leader of the National Black Feminist Organization (NBFO), which surfaced in 1973, explains their need for a separate movement in a Manifest published in Ms. magazine:

> We are not dividing the black race. We see ourselves as strengthening the black community by calling upon all the talents of an entire people to combat racism. We want all black people in this country to be free and by organizing around our needs as black women, we are making sure that we won't be left out. It is very important that we as black women set our own priorities. We felt that the duality of being black and female made us want to organize those things which affect us most.[3]

La Chicana, under the banner of Comision Feminil Mexicana in Los Angeles, and National Chicana Foundation, Montebello, California (see Appendix), actively recruit Mexican-Americans from every walk of life--from students, who are organized in nearly every campus throughout the state--to professionals in national affairs. Their objective is equality and recognition of unique bilingual and cross-cultural identity. MUJER (Women United for

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[3]Margaret Slvan, "Gazette News," Ms., XCI (April, 1974), 97.

Justice and Equal Rights) is a newly formed group of Spanish-speaking feminists.

Aileen Hernandez speaks to the Chicana issue in an address made at a national conference, Beyond Sexism: Educating Women for the Future, held at Mills College, Oakland, California (see Appendix):

> Minority women know what you're talking about . . . . they don't want you coming in leading them to freedom. Women have to learn that themselves.[4]

Revisions in textbooks improve the stereotype image of female roles. It is interesting to note that recently a leading textbook publisher, Scott, Foresman and Company, of Palo Alto, California, joined others concerned in correcting sexism in textbooks, with recommendations and advice to editors and writers. He offers in "Guidelines for Improving the Image of Women in Textbooks" the following definition:

> Sexism refers to all those attitudes and actions which relegate women to a secondary and inferior status in society. Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women only in stereotyped roles with less than the full range of human interests, traits, and capabilities.

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[4]Aileen Hernandez, Address presented at the national conference Beyond Sexism: Educating Women for the Future, Mills College, Oakland, California.

> Textbooks should treat women as the equals of men. Although in the past women were regarded as inferior, they were not and are not inferior people. The sexist attitudes of the past should not be reflected in current publications.[5]

Taking advantage of legal precedence which has been set, a new psychological attitude will be created in our society.

The re-emergence of feminism, consciousness-raising activity, improving the image in textbooks, other legislation provide needed role models. More women will provide role models for younger women. There will be more women employed and promoted on an equal basis which will result in more successful, highly placed, executive-type jobs.

There will be models for youngsters to see. Thus with a higher visibility of successful women, children will be exposed to alternatives to marriage and family whether their home environment supports feminism or not. Society will see a younger generation with different attitudes and expectations.

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[5]Forward to "Guidelines for Improving the Image of Women in Textbooks" (Glenview, Illinois: Scott, Foresman and Company, September, 1972), p. 1.

Women who do not support feminism and its goals will, through economic necessity, take advantage of equal rights on the job. Thus society will incorporate equality as a reality as well as a philosophical abstract.

HEW, EOP, class action suits press for hiring of minorities. In Fresno, specifically, minority women should be in an unique position, because of their minority status, to take advantage of federal hiring guidelines. As mentioned earlier, 79 percent of all women heads of families in Fresno are on welfare. It is a safe assumption that a large majority are minority women. These women and their children will be affected by changes brought about by a new awareness of women's rights to equality.

Therefore, the community college has a responsibility not only to meet, but to recognize, the special needs of the Black, Chicana, American Indian in our attendance area.

## REVIEW OF LITERATURE

There can be little doubt that the interest in ethnicity emanates from the Civil Rights Movement, followed rapidly by the new consciousness of the Black, the Chicano, and the re-emergence of feminism. The

Johnsonian War on Poverty and the federal intervention on behalf of the newly discovered minorities brought to public attention a revolution occurring in higher education with its accompanying reforms, innovations, and philosophical reassessments. Out of this crisis emerged the comprehensive community college, a unique institution dedicated to serve all the people of the community. It is egalitarian, functional, flexible, comprehensive, and committed to an "open door" policy and to equal opportunity.

It has expanded its philosophy to include the non-traditional student, the student whose needs and background are radically different from the traditional student. This student may be the economically and educationally disadvantaged, seeking careers in vocational and technical areas, and hoping to find enriching experiences heretofore denied.

The non-traditional student reflects significant changes taking place in our society. In the words of Blocker, Plummer, and Richardson:

> . . . Change must be stimulated by the recognition that we must have a controlled technology, a shift toward more flexible personal attitudes and social mores, and generally greater institutional flexibility. Community colleges will be instruments of social change, however not directly as organizations

but indirectly through the individuals whom they have educated.[6]

The authors earlier provide us with a dynamic, developmental synopsis of the separation of the community college from the public school system. They describe the "maturation of the public community college":

> . . . a progression through five phases. The first was its infancy (1907-1950) when . . . it had a tangential relationship with both secondary and higher education. The next (1950-1960) might be characterized as the era of imitation: imitation of the university model; in the late '50s, the changing social and economic needs of the nation provided a platform for the advocates of the community college idea. The gradual but inexorable application of the egalitarian ideal to higher education, combined with strong individual leadership in key communities, on the state level and on the national scene, eroded the resistance of conservatives and made possible the emancipation of community colleges from the secondary schools. The period of emancipation (1955-1965) was historically the most important event which has taken place in American higher education. . . . state legislatures responded to the need for access to higher education for the majority of our citizens . . . existing institutions were provided a legal basis for independence and recognition as institutions of higher education . . . the decade of the '70s will, hopefully, be characterized as the beginning years of maturity . . . support by legislative and executive branches of state government and passage of 1972 Amendments to the federal 1965 Higher Education Act (P.L. 92-318) . . . /resulting in/ a viable educational and social instrument.[7]

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[6]Clyde E. Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two Year College: A Social Synthesis (New York: Prentice Hall, 1965), p. 127.

[7]Ibid., pp. 125-126.

The community college serves its citizens in a variety of ways. Ervin L. Harlacher in The Community Dimension of the Community College sees it as a multi-purposed institution:

> . . . to meet the needs of a changing society . . . it has committed itself to five major purposes: preparation for advanced study (transfer), occupational educational (terminal), general education, guidance and counseling, and community services.[8]

In addition, the community college is a distinct community service agency. Harlacher lists its functions:

> 1. The community college is a community-centered institution with the primary purpose of providing service to the people of its community. Its offerings and programs are planned to meet the needs of the community and are developed with the active participation of citizens.
> 2. The community college claims and develops community service as one of its major functions.
> 3. Since the community college is usually a creature of citizens of the local community or area, and since it is most frequently governed by a board of local citizens, the community college is readily capable of responding to changing community needs.
> 4. Most community colleges are operated by a local district that encompasses several separate and distinct communities. . . . the program of community services welds these separate communities and groups together without submerging individual identities.
> 5. The community college is an institution of higher education and, as such, can draw upon the advanced resources of its staff to assist in the

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[8]Ervin L. Harlacher, The Community Dimension of the Community College (New York: Prentice Hall, 1969), p. 8.

solution of the problems of an increasingly complex society.

6. The community college, as a relatively new segment of American education, is unencrusted with tradition, unfettered by a rigid history, eager for adventure. Therefore, without duplicating existing services in the community, it is able to tailor its program to meet needs and conditions.[9]

The community college is committed to serve all segments of its attendance area. Harlacher puts it right on the line:

> The true community college is not just concerned with the schooling of college-age youth and adults enrolled in transfer and occupational programs: it accepts the responsibility as a catalytic agent for stimulating efforts toward enrichment and development of the college district community as a whole, through the mobilization of elements of the total community. And the community college further accepts responsibility for the educational growth of all individuals in its community, regardless of whether or not they are enrolled in formalized classes.[10]

Quoting an early study by Medsker in 1956 on the wide variety of "unusual services that make an institution a community college," Harlacher lists eleven major categories:

1. Widespread use of the college physical plant by community groups.
2. Assistance by college in safety and thrift campaigns, fund drives, and the like.

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[9]Ibid.

[10]Ibid., p. 9.

> 3. Organization of special events, such as workshops, institutes, forums, for business, professional, or governmental groups for the purpose of either in-service training of employees or the general improvement of the group.
>
> 4. Promotion of cultural and recreational activities. . . .[11]

He continues with reference to sociological studies, health improvement, and with:

> 11. Organization of child-care programs for demonstration and instructional purposes. [Italics mine][12]

I have presented as background the structure, scope, and function of the community college in order to illuminate the special needs of one segment of the community--one of its "new" students as recognized and stated in community college philosophy. This non-traditional student finds herself a second-class citizen, unable to function fully in a society just awakening to widespread inequality. She is also subject to a new zeitgeist--a mood of the day which challenges her self-concept, her identity, and her traditional role.

Some individuals take a practical look at the possibilities of women returning to schools for re-training

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[11]Ibid., pp. 16-17.

[12]Ibid., p. 17.

and upgrading. In the Community College Journal, Beatrice Taines reports the Re-Entry Program of Diablo Valley College (Pleasant Hill, California) as being a "stunning success" . . . "exciting and stimulating," "a program which discloses an almost unlimited source of new students for the college." She ends by saying:

> Since students generate funds, the addition of this group to the college improves the institution's financial situation. It is apparent that older women (housewives between 22 and 59) offer the potential of a large new constituency for junior and community colleges.[13]

The October, 1973, Phi Delta Kappan was a special issue devoted entirely to education and the feminist movement. In the article "Sexism and the Aspirations of Women," Florence Howe tells us:

> The issue is not whether a relatively few highly motivated women can get through graduate school and get good jobs, but rather why, given the processes of today's education, only relatively few women emerge as highly motivated. . . . The crucial issue . . . is aspiration.[14]

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[13]Beatrice Taines, "Re-Entry Program of Diablo Valley College," Community College Journal, XLIV (August/September, 1973), 17.

[14]Florence Howe, "Sexism and the Aspirations of Women," Phi Delta Kappan, LV (October, 1973), 100.

Howe also discusses the status of women teachers. "First, it is an index of the discriminatory social order and a measure of the social inequality existent in school systems."[15]

> . . . The inferior status of women in school systems reflects also the acceptance by women of that status and its legitimacy. At the very least, the inferior status of women, especially when they are a majority and should have the power of numbers to call on, indicates an unwillingness to struggle, a reluctance to fight, and avoidance of conflict. . . . They /women/ have been socialized to accept their place. They have not (at least until now) aspired to change their own condition nor to change the education of women generally.[16]

There is little, if any, planning to introduce socialization in this country. However, it is stated in The Two Year College: A Social Synthesis, by Blocker, Plummer, and Richardson, that one of the five functions of education is the "socialization of individuals." They go on to say that this function is "difficult to define" and suggest it depends upon the "viewpoint that is held of society."[17] The question of whose viewpoint determines socialization is left unanswered. Moreover, how can the

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[15]Ibid., p. 101.

[16]Ibid.

[17]Blocker, Plummer, and Richardson, op. cit., p. 126.

college effectively implement a socialization process without a more precise and pragmatic definition of what this function entails?

Socialization is defined as a transmission of values, behavior and a belief system. It usually takes place within the family. It develops in early childhood--the first six years of life--and reflects, implicitly, a standard and an ideal. In our society there is no one standard, one set of beliefs. We have a class system; each social class has a definite set of values. Therefore, one question is: which values are to be socialized?

In the same study, the authors discuss a national study dated 1965 regarding women students attending college throughout the country. They state that

> . . . all of these girls vividly anticipated marrying immediately upon finishing college or before, and having several children. Thus, these students are seeking more than academic study and improvement of the mind while attending college.[18]

"Female students come to college with expectations somewhat different from male students." He adds the information that men of "comparable age and maturity" have

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[18] Ibid.

parallel needs.[19] Yet, men are not defined in terms of marriage and employment.

Men are allowed to study for the purpose of studying. No one complains if a man takes eight years to receive a doctorate degree. However, a woman, if she is attending college, is supposed to receive her teaching credential or secretarial degree as quickly as possible and become a part of the job market--usually to support the husband she was required to pick up along the way.

In an essay, The School Class as a Social System: Some of Its Functions in American Society, Talcott Parsons states:

> . . . the socialization function may be summed up as the development in individuals of the commitments and capacities which are essential prerequisites of their future role-performance. Commitments may be broken down in turn into two components: commitment to the broad values of society, and commitment to the performance of a specific type of role within the structure of society.[20]

Briefly summarized, Parsons develops the view that socialization initially takes place within the context of family environment.

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[19]Ibid.

[20]Talcott Parsons, "The School Class as a Social System: Some of Its Functions in American Society," Culture and School, ed. Ronald Shinn (Scranton, Pa.: International Textbook Company, 1972), p. 338.

> But the only characteristic fundamental to later roles which has clearly been "determined" and psychologically stamped in by that time is sex role. The postoedipal child enters the system of formal education clearly categorized as boy or girl, but beyond that his role is not yet differentiated.[21]

He goes on to imply that socialization takes place in terms of role in elementary but not in secondary school. Even at this moment, however, socialization takes place in both elementary and secondary schools and involves a differentiation of the male and female role.

One function, now, of the community college is to re-socialize women, by narrowing the gap between the roles. This, of course, also involves the re-socialization of men. The process is difficult because the people have been socialized throughout twelve years of schooling. Their roles have been set.

Ideally, this re-socialization process should start in elementary school. At that time the gap to be closed will not be so wide, and the people will be more willing to adapt.

We are reminded that the uniqueness of the community college offers more than a second chance for

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[21] Ibid.

the disadvantaged and exploited. Gleazer provides us with an overview:

> Because of its strategic setting and its basic aim of extending educational opportunity, the community college has leadership responsibilities in creative community development. It can serve as a center for analyzing local problems and for coordinating action programs. By the way it is designed, the college can develop the leadership capacities of local citizens. As an institution the college is nonpartisan. All ethnic, religious, social interests and groups are represented in its clientele. The community, therefore, is provided with an instrumentality for examining these problems which cut across all segments and are of common concern. A forum exists for constructive discussion and analysis of issues.[22]

The college has another responsibility--that of recruiting new students. In terms of the "new" student, Duncan F. Circle, commenting on the Master Plan of Brookdale Community College, Lincroft, New Jersey, says:

> . . . the college will not receive a significant number of new students unless it can be fluid in providing programs and experiences to meet the needs of these individuals. . . . Groups that have been only rarely represented on campus will now be considering a community college education as a viable choice for themselves.[23]

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[22] Edmund J. Gleazer, Jr., This is the Community College (Boston: Houghton Mifflin Co., 1968), p. 93.

[23] Roger Yarrington (ed.), An Agenda for National Action (Washington, D.C.: American Association of Community and Junior Colleges, 1973), p. 23.

I am convinced that the two-year college is making a major contribution to the community, and thus to our whole society. I believe that by its stated purpose, it offers more than a second chance--it offers hope to women, who, for whatever reason, find themselves unable to function. Concern is beginning to be articulated in the literature.

> A substantial proportion of the intellectual talent of women has been and is being lost to society as a result of cultural circumstances. . . . We favor the removal of all improper barriers to the advancement of women; an active search for their talents, and active measures to develop their talents. . . .[24]

However, the stated purpose and actual workings of the college are not always the same. Technology and a new consciousness precipitate a need for change which institutions are sometimes slow to recognize.

This paper is the response to the need for change which the writer felt while investigating the policies and activities of the college.

In order for the stated purpose of the college and the workings to be identical, the college must change. But

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[24]"Preface," Opportunities for Women in Higher Education, Carnegie Commission Report, 1973.

change requires a new consciousness. As Alvin Toffler states in Future Shock, and as the writer of this paper feels:

> These pages will have served their purpose if, in some measure, they help create the consciousness needed for man to undertake the control of change, the guidance of his evolution. For, by making imaginative use of change to channel change, we cannot only spare ourselves the trauma of future shock, we can reach out and humanize distant tomorrows.[25]

## REPORT ON THE CONFERENCE: BEYOND SEXISM

On November 9-11, 1973, the writer attended a conference, Beyond Sexism: Educating Women for the Future, at Mills College, Oakland, California. The participants were deans, professors, administrators and students of about seventy-five colleges and universities in seventeen states across the country--600 women and a handful of men. There were women from business, government, national foundations, educational organizations, some college and university trustees, representatives of community organizations and two Junior Leagues and women who registered as individuals without announced affiliation.

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[25]Alvin Toffler, Future Shock (New York: Random House, 1970), p. 487.



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One objective of the conference, according to Mills President Robert J. Wert, was "The recent rapid changes in the roles and status of women will eventually transform the way we educate women from preschool through graduate school."

The keynote address was delivered by Estelle R. Ramey (Ph.D., Professor of Physiology and Biophysics, Georgetown University, School of Medicine; President, American Association of Women in Science). She said:

> If you can design an educational system that convinces women that there is absolutely nothing that a female brain cannot encompass and that what I cannot do I can encourage my sister to do when I see she has the talent, the way men encourage each other, then you have an educational system that will produce women achievers.[26]

On the subject of institutional rigidity, Bernice Sandler (Ph.D., Director, Project on the Status and Education of Women, Association of American Colleges; member Advisory Committee on the Economic Role of Women to the President's Council of Economic Advisers) said:

> When women begin to examine their lives as women in this society, when they see how discrimination has affected them, when they confront their own experiences as women, then it is possible for them to begin to

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[26]Estelle R. Ramey, Address at Mills College Conference, Beyond Sexism: Educating Women for the Future (Oakland, Ca.: Mills College, November 9-11, 1973).

> build new sources of strength within themselves. Women Studies Courses can be of enormous help in re-examining the role of women, for unlike many academic courses, they are directly relevant to the lives of students. They are consciousness raising with intelligence and without hysteria. . . . Colleges must be increasingly concerned with the problems of all women, . . . They must reach out actively to older women, to poor women, to minority women . . . . Colleges can play a major role in bridging the gap between different groups. Colleges must serve another critical function by providing role models of women actively engaged in the world of work. . . . Role models are essential, as demonstrated by the Tidball Study: Women achievers beget women achievers.[27]

On the subject of minorities, Panelist Aileen Hernandez (M.A., Western Representative for National Council Against Discrimination in Housing; Founder, former National President National Organization for Women; co-founder, San Francisco Bay Area Black Women Organized for Action) informs us that:

> The concept of socialization, the elements of compassion, nurturing and caring, supposedly feminine values, need to be part of the total society. . . . A feminist revolution means that we have to be concerned with all issues. There is no such thing as a "women's issue." All issues are women's issues. . . . We ought to be tolerant, compassionate, nurturing and caring during the trying period of getting the men with whom we deal to understand that we are different from and better than the women they had originally been involved with. It is much better for all of us to deal

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[27]Bernice Sandler, Address at Mills College Conference, Beyond Sexism: Educating Women for the Future (Oakland, Ca.: Mills College, November 9-11, 1973).

> with each other as fully-functioning human beings than to remain in our stereotyped roles.[28]

Asked for some specific ways to reach the consciousness of minority people who feel that women's liberation has nothing to offer them, she replied:

> Clearly, to sensitize minority women to sexism is a little difficult when they have been sensitized for so many years to racism. . . . The women's movement has not reached white ethnic working class women either. The dialogue is different; their concepts are different. Minority women know what you're talking about, but they don't like the terms in which it's being raised. They don't want you coming in to lead them to freedom. Women have to learn that themselves. . . . What's happened basically is that Black, Asian, Chicana and American Indian are organizing within their own groups, then making linkage with the white, middle-class women's movement, to work together on certain programs: child care, legislative lobbying and equal employment, for example.[29]

This writer attended the following workshops: Women's Centers on Campus, Child Care, Re-entry to Retirement: Life Begins at 35, Women's Studies, Citizen and Government, Changing Sex Roles and Family Roles, and Changing the Traditional Academic Structures. It is impossible to sum up my impressions. Frankly, the exposure and self-disclosure on the part of participants and panelists

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[28]Aileen Hernandez, Address at Mills College Conference, Beyond Sexism: Educating Women for the Future (Oakland, Ca.: Mills College, November 9-11, 1973).

[29]Ibid.

left me in a state of shock and wonderment. I thoroughly enjoyed the conference. I noted particularly the good will, incredible revelation, and genuine rapport between the various disciplines and programs.

## Chapter 3

## PROCEDURE FOR NEEDS ASSESSMENT

To determine the particular needs of the female students at Fresno City College, a questionnaire was designed and given to a random sampling of 133 of the women. This needs assessment survey focused primarily on the child care needs of female students and on their special informational and counseling needs.

## QUESTIONNAIRE

A questionnaire was designed covering the following kinds of information: Age; Marital Status; Ethnic Background; Income; Dependent Children 1-6; Dependent Children 7-18; Dependent Children over 18; Child Care Needs; Educational Background; Educational Goals; and Special Counseling Needs.

The questionnaire (see Appendix) was pretested on 94 Fresno City College female students selected on a non-random basis. It was then refined before being given to the randomly selected group.

## SAMPLE

A cluster-sampling technique was utilized. Fifteen clusters (classes) were selected at random from the schedule of classes, using a table of random numbers. With the cooperation of the instructor of the class, questionnaires were given to all the female students attending the randomly selected class on a given day. One class was found to have no female students at all. The remaining fourteen classes yielded a sample of 133 female students.

## DATA ANALYSIS

The data was coded and punched onto cards. A computer analysis was done showing the numbers and percentages for answers to each of the questions and cross-tabulating some of the more important questions. Projections were then made to the whole population of female students based on the findings in the random sample.

## Chapter 4

## RESULTS AND INTERPRETATION

### VALIDITY OF THE SAMPLE

As a test of the representativeness of the sample, the ethnic breakdown obtained through the survey was compared to the ethnic breakdown of the total population of female students at Fresno City College. Statistics for the total population of female students were obtained from the Office of Institutional Research (see Appendix).

| | Survey Data | Institutional Research Data | Difference |
|---|---|---|---|
| White | 57.2% | 70.8% | -13.6% |
| Chicano | 19.8% | 15.9% | + 3.9% |
| Black | 9.9% | 7.8% | + 2.1% |
| Oriental | 6.8% | 3.6% | + 3.2% |
| Indian | 2.2% | .9% | + 1.3% |
| Other Nonwhite | 3.8% | 1.0% | + 2.8% |

The survey data appears to have a slight over-representation of ethnic minorities, but the differences

are small and within acceptable limits.

The survey was also compared to a survey on child care done by the counseling center in the spring of 1973. Comparable questions in the two surveys were found to have answers within a few percent of one another. For example, the survey in the spring of 1973 found that 10 percent of the students had preschool children; in my survey the figure was 10.5 percent. Those interested in having a child care center on campus numbered 70 percent in the 1973 study, and 78.6 percent in my survey.

On the whole, the sample seems fairly representative and accurate enough to make rough projections about the whole population of female students at Fresno City College.

## PROJECTIONS ON POTENTIAL USE OF CHILD CARE FACILITY AT FRESNO CITY COLLEGE

The survey included questions related to number of children, their ages, means of caring for them, and potential use of an on/near campus child care center.

To determine feasibility, projections were made from the data. All projections are based on the total number of female day students enrolled in the spring 1974 semester and provided by the Office of Admissions. The

total figure showed 3,356 female day students.

Mothers on Campus

Of the sample, 22.6 percent were found to be mothers. This figure means that there are about 760 mothers of children attending FCC. These women were found to have an average of 1.52 children, which means that between them the 760 mothers have about 1,160 children of all ages. (See Figure 1.)

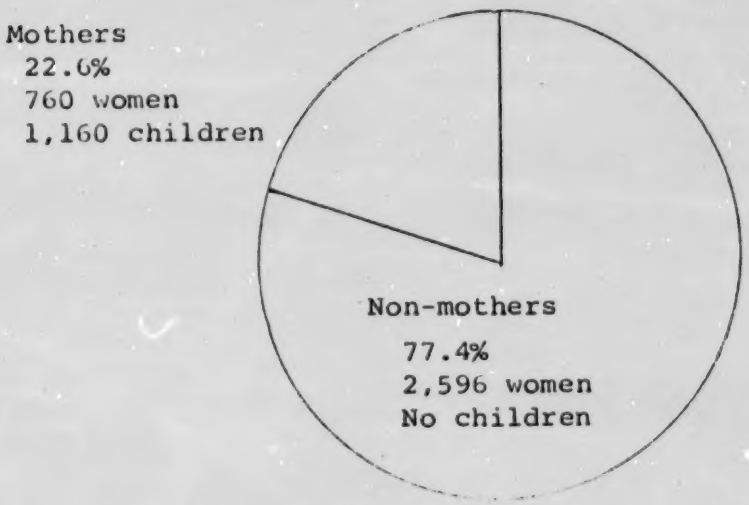


Figure 1

Mothers on Campus

Mothers of Preschoolers

Women with preschool children were found to make up 10.5 percent of the sample, which would mean there are about 353 mothers of preschoolers on campus. These women had an average of 1.14 preschoolers each, meaning that between them these women have about 401 preschoolers. Preschoolers are, of course, the primary clientele of a child care center. (See Figure 2.)

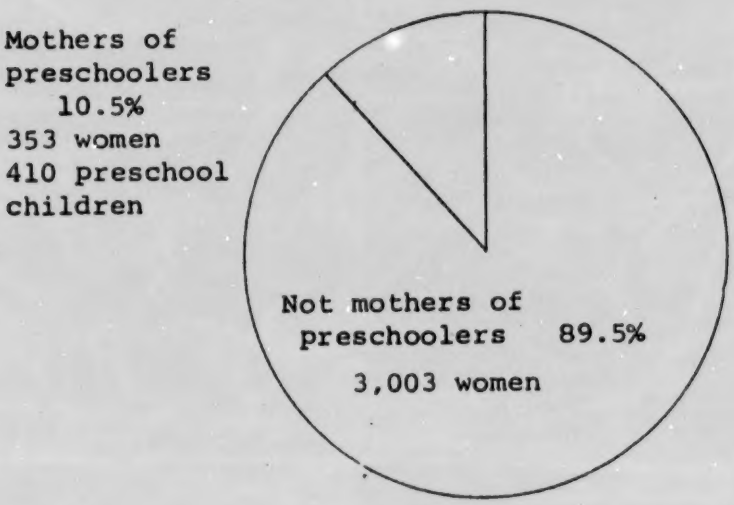


Figure 2

Mothers of Preschoolers

While this is a small percentage of the total number of women, it represents a substantial number of people. There are definitely enough children involved to warrant the establishment of an on-campus child care center.

Mothers Who Would Use a Child Care Center

The questionnaire asked the women if they would use a child care center. Of the women with preschool children, 78.6 percent said yes, they would use such a center. This means there are about 278 mothers who would use a child care center if it were available. Between them they have about 301 preschool children. These 301 children make up the potential clientele of an on-campus child care center. (See Figure 3.)

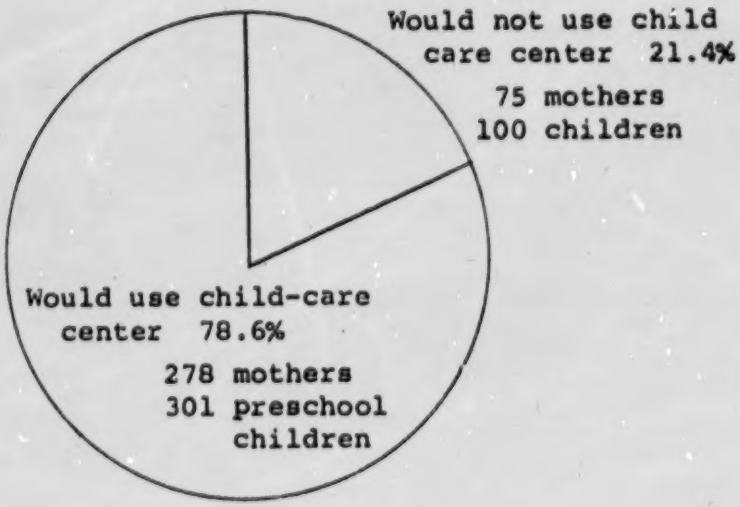


Figure 3

Mothers Who Would Use a Child Care Center

It is clear that most of the women with preschool children would like to have a child care center on campus for their use.

"Single" Mothers of Preschoolers

Single, widowed, divorced and separated mothers made up 64.3 percent of the sample. Projecting from the sample, there are about 227 such "single" mothers, with about 250 preschool children. (See Figure 4.)

Figure 4

"Single" Mothers of Preschoolers

Well over half of the mothers of preschoolers are not presently married. This group, of course, has the greatest need for a child care facility since they have no spouse to share child care responsibilities.

Low-Income Mothers of Preschoolers

Low-income mothers made up 50 percent of the sample, which means there are about 176 mothers of low-income status on campus. The low-income mothers had an average of 1.0 preschool children each so there are about 176 low-income children who are potential users of a child care center. (See Figure 5.)

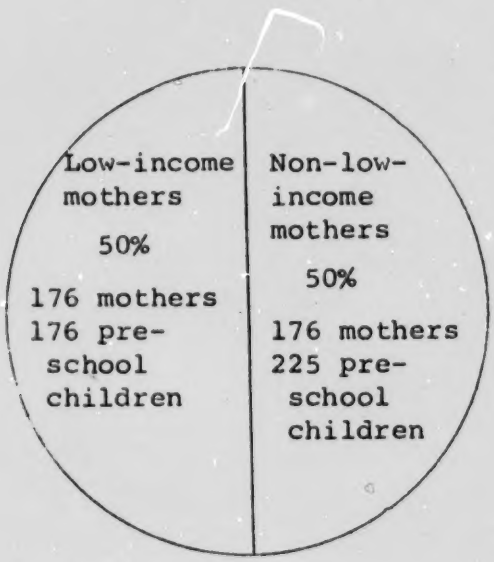


Figure 5

Low-Income Mothers of Preschoolers

The low-income mothers are the ones least likely to be able to afford private child care. They make up one half of the sample.

Ethnic Breakdown of
Mothers of Preschoolers

The ethnic breakdown of the mothers of preschoolers is as follows: Chicano, 23.8%, or 126 mothers with 150 preschool children; Black, 28.6% of the sample, or 101 mothers with 101 preschool children; White, 35.8% of the sample, or 126 mothers with 150 preschool children. (See Figure 6.)

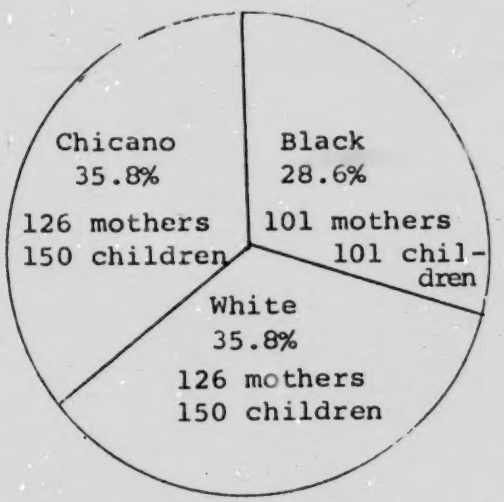


Figure 6

Ethnic Breakdown of Mothers of Preschoolers

While most women on campus are white, mothers of preschoolers are mostly non-white (Chicano and Black). There are, however, a substantial number of white mothers, as well. It appears that a child care center would serve Chicanos, Blacks and Whites in about equal number. Of the three major ethnic groups, Black women had the highest percentage of mothers of preschoolers (53%); Chicano women had the second highest percentage (33%); White women had the lowest percentage of mothers of preschoolers (12%).

## SPECIAL INFORMATIONAL AND COUNSELING NEEDS OF FRESNO CITY COLLEGE WOMEN

Respondents ranked in the following order special needs in counseling, courses and general information:

| | | Percent |
|---|---|---|
| 1. | Career Information | 71.8 |
| 2. | Graduation Requirements | 69.9 |
| 3. | Work Experiences | 61.4 |
| 4. | Elective Courses | 58.2 |
| 5. | College Scholarships | 57.3 |
| 6. | Prerequisite Courses | 56.5 |
| 7. | Women Center | 50.8 |
| 8. | Women Studies | 50.8 |
| 9. | Federal Loans | 50.4 |
| 10. | Child Care | 48.2 |
| 11. | Aptitude Testing | 44.8 |
| 12. | Handicapped Students | 40.2 |
| 13. | Social Security Benefits | 37.5 |
| 14. | Welfare Benefits | 30.3 |
| 15. | Retirement | 26.7 |

The significance of special needs of women students will be developed under recommendations in more depth.

It is interesting to mote that the most important counseling desired by women students relates to careers. The following seven items: graduation requirements, work experiences, elective courses, college scholarships, prerequisites, women center, women studies, followed by child care mainly emphasized career and vocational aspirations. Fresno City College should endorse and support these stated needs.

## SPECIAL NEEDS OF WELFARE MOTHERS

The pre-test included a deliberate over-sampling of women on welfare in order to get at their particular needs. While not a random sampling, the results are worth mentioning here for the insights they provide about this special group of women. The number of respondents was ninety-four (ages 18-56). The ages and number of children of married mothers indicated:

| | |
|---|---|
| 1-6 years of age . . . . . | 40 children |
| 7-18 years of age . . . . | 58 children |
| 18 years plus . . . . . | 8 children |
| Total | 106 children |

The ages and number of children of single mothers were:

| | |
|---|---|
| 1-6 years of age . . . . . | 24 children |
| 7-18 years of age . . . . | 37 children |
| 18 years plus . . . . . | 12 children |
| Total | 73 children |

Therefore, there were a total of 179 children--159 of whom were under 18 years of age. All but 18 (76 mothers) were on Aid to Families with Dependent Children. One student told another of my study and before long I had a sufficient sampling to warrant refining my questionnaire for a wider sampling on a random basis. The most needed services were (1) child care facility near or on campus, (2) financial aid for books and materials, (3) counseling and guidance for career information, (4) divorce and legal counseling, and (5) special counseling child/mother relationship.

## Chapter 5

## MEETING THE NEEDS OF WOMEN THROUGH EXISTING COLLEGE SERVICES

Presently, Fresno City College is in the process of developing a Women's Center. It has been in operation since September, 1973. Three courses, for a total of seven units, thus far, emphasize the re-entry needs of women. In addition, the college under the Higher Education Act (P.L. 89-329) is applying for a Title I (HEA, 1965) federal grant to fund the new program. As of February, 1974, Educational Service Components include: 1) blocked classes, 2) individual, family and group counseling, 3) identification with the program, and 4) tutoring. A total of sixty female students are to be accepted the first year. Projected plans include supportive services (not articulated, as yet) and a full operational date set for fall, 1974. Criteria for acceptance are: 1) low income, 2) women heads of household, 3) middle income and no high school diploma, and 4) middle income with a) previous college experience and

poor academic performance, b) vocational training, or c) business school with need for occupational upgrading or re-training.

Our college has designed and submitted through the Associate Dean of Social Science, an instructional course in Child Development. The application for federal and state funds is dated May 4, 1973. It is my understanding that it has taken five years to refine and complete the prospective program. Components involve several agencies (Head Start, Day Care programs, State Department of Social Welfare, Fresno Unified School District, Follow-Through kindergarten program, special guidance program involving six schools, a neurological program (two schools), reading kindergartens (eight schools)--approximately 800 children are involved.

Because of inertia the college has not allowed this comprehensive child development center to become a reality.

Fresno City College's Women's Re-entry Education Program (WREP) application was sent in too late. A second application is being prepared for 1975-76. Again inertia delays progress.

The Women's Center has generated some activity mid-semester, May, 1974. In conjunction with California State University, Fresno, the Center co-sponsored a retreat at Montecito Lodge in the Sequoias. It was reported that 125 women attended. Workshops were held and ideas exchanged. It was reported the conference lacked dynamic group leadership. This is minimal faculty involvement. There is no organized faculty input. In fact, some women faculty are not aware the Women's Center exists. Leadership and innovation are very much needed. Several community colleges have corresponded with me (see Appendix, letter from Marjorie Blaha, San Jose City College WREP Director) and report much success since 1970.

"Rap sessions" and consciousness raising groups are beginning to be heard on campus. The community, however, is not that much aware of the Center's efforts and developments.

The President of our local NOW (National Organization for Women) has not been invited to address the women of the Center. Surely its involvement and support bring credibility in view of the stated policy regarding child care facilities (see Appendix, letter from Pat Endler, President, NOW).

## AN ANALYSIS OF THE MATERIALS WHICH FCC MAY BE ABLE TO PROVIDE IN ITS WOMEN'S CENTER

The Women's Center should expand its services to include: 1) Careful planning and consultative services; 2) help for women looking toward their probable life styles and decisions about marriage; 3) discussion series about children and about careers; 4) individualized programs; 5) video tapes, films; 6) brochures, government publications, journals, periodicals; 7) seminars (career women from professions), divorce adjustment; 8) retreats, interviews with press and TV; 9) scholarship aids; 10) special library; 11) counseling source available to students and faculty for needed research; 12) affirmative action information; 13) government publications, speeches, theses; 14) clippings, files, etc.

## AN ANALYSIS OF SERVICES TO BE PROVIDED BY OUTSIDE AGENCIES

Outside agencies involved will include: California State University, Fresno, School of Social Welfare; Human Services Agencies, Self-Help Coalition; Fresno County Welfare; Planned Variations; HEW, Model Cities Program; Fresno Service Council (religious, ethnic, and

cultural groups). The most essential need for the re-entry of women is special guidance and counseling.

# Chapter 6

## RECOMMENDATIONS

### AN ANALYSIS OF INSTITUTIONAL STEPS INVOLVED IN IMPLEMENTING SPECIAL SERVICES FOR RE-ENTRY OF WOMEN STUDENTS

The college should form a local coalition of community groups: Mexican American organizations--El Concilio de Fresno, Asociacion Educativa de Padres Mexicanos, Mexican American Political Association (MAPA), Association of Mexican American Educators (AMAE), Movimiento Estudiantil Chicano de Aztlan (MEChA); women's organizations and their emerging local chapters (see Appendix), i.e., women lawyers, business clubs, local professional groups (see Appendix, Fresno City Committee Membership), interested faculty and other significant community planners and facilitators. This coalition would develop 1) vocational testing, 2) aptitude testing, 3) job training and career planning, 4) child care, 5) weekend colleges, and 6) outreach and other projects available in the community. The first three are the most needed services as indicated in this study.

The college should develop additional courses beyond the present core module which are cross-generational and cross-cultural with special emphasis on inter-disciplinary objectives. They should provide essential modeling--emphasizing women's needs--and experiences in learning which are vital to growth and awareness. Some suggested curriculum areas are: Women in Film; Women in Art and History; NOW Publications; Legal Rights of Women; Government and Legislative Process; Vocational, Technical, and Business Sources; and Enrichment Courses.

Regarding child care, the National Organization for Women has a local office. They have pledged their support in this important matter. A child care center, as a temporary facility to hold back the attrition rate of mothers, is a vital necessity (see Appendix, Merced College Child Care Center).

The Congregational Church (three blocks west of the campus) is within easy reach by car or even by walking from the campus. It has already been proposed as a nearby campus child care facility. This would be, of course, only a temporary--an emergency--project until the college decides on the instructional Child Development Program discussed earlier. We are aware of guidelines established

by law through federal, state, and local agencies for specifications for child development programs. However, in order to serve the serious needs of women who are mothers, the college is charged with supplying a means by which deprived uneducated, underemployed women may have a second chance--a hope of survival in a changing society.

The college is not alone in its apathy to act. "Nearly Five Million Dollars Were Unspent on Child Care Centers" is a heading of an article published in the San Francisco Chronicle on Thursday, July 18, 1974 (see Appendix). It said:

> Legislative Analyst A. Alan Post revealed that $1.13 million in state funds and $3.84 million in matching federal funds went unused although most centers had waiting lists.[1]

WHAT IS

Our Women's Center and Women's Studies are, at best, providing marginal awareness of the social revolution taking place in our society and its affects on women.

A few books and chairs plus a little enthusiasm give a woman some privacy--"a room of one's own" (Virginia Woolf) to be sure. And from little acorns, etc., etc.,



[1]"Nearly Five Million Dollars Were Unspent on Child Care Centers," San Francisco Chronicle, July 18, 1974.

etc! However, we must be infused in the Center with some life-giving plasma: money, supplies, energetic and persistent believers in the movement, doers--in spite of a sometimes hostile climate, facilitators and energizers. This is what is not.

## WHAT SHOULD BE

Employ a full time director of the Women's Center. She must be a facilitator, an innovator, coordinator, director of public relations. She should be the link between the faculty (who innovate new courses), the community (with its myriad resource persons), community service agencies and organizers concerned with a mutual problem. She should have teaching experience in traditional and non-traditional courses. The Center should develop a broader bibliography on women for use in the library (for research papers) and in the Center (for general reading). Our library is pitifully small. I've made a list available.

There should be dynamic, active visibility of successful women moving from their offices to join with women students who profit from modeling as well as practical know-how in terms of getting ahead in the world of business.

The Women's Center should be relocated. First, its location is not publicized and it is difficult to find.

Evening students, it would seem, are generally ignored. A part-time teacher assigned evenings to "sit" the Center said, "If I had more information about services available, I could have better served several students." We should have more concern for the purpose of the center than to be satisfied with a "babysitter only."

There should be at least one professional counselor at the Center at all times for personal and academic counseling.

All counselors based in the city should be given equal information about the program and its services. There should be an education service component (an expanding core of classes which identify with the program and offer individual as well as family counseling). The Women's Center must be publicly well known.

We could design course packages with supervised independent study. Some can be studied at home. These will meet the needs of people who find it difficult to maintain any schedules on campus.

We might develop continuous registration. This would allow a student to enroll and enter or receive instruction at any time.

We might consider the possibilities of eliminating non-directiveness counseling in favor of active, practical solutions to women's problems as they relate to learning and personal needs.

There should be access to educational outreach centers. Education is "a service-related activity."

Career programs must be organized as part of the educational experience. There is need for cooperative training and in-service training, as well as occupational re-training.

Equal opportunity is a generally accepted social commitment. Needs are part of the student development program.

One way to approach the problem of getting women to enroll in classes is to begin with non-credit short courses on children's behavior or interpersonal (family) communication. Emotional entanglements inhibit learning. My study indicated in this area of personal relationships the need is high. We could recruit high school seniors.

Further recruitment is discussed in Nova University study on Student Recruitment (Kuiper, June, 1974).

## Chapter 7

## SUMMARY

### INSTITUTIONAL POLICY

Fresno City College offers a very limited program for the special needs of women. The President's Advisory Council on Continuing Education for Women (see Appendix, "On Campus with Women") stresses the importance of supportive services to be offered and implemented by the college and the community. To date, the college has neglected a significant segment of the community which it should rightly serve. It cannot be assumed that a woman student has no family. Therefore, the college must address itself to the development of child care for both day and evening students. The returning student faces serious obstacles--cultural and environmental--which impede and inhibit learning. The college must face these needs by providing assistance to bridge the gap which women face in an ever-increasing technological society.

## EXPECTED OUTCOMES

### For the Participants

Expected outcomes for participants include: improving self-concept; improving confidence; increasing motivation; presenting a positive role model for children; achieving success in personal, educational, and career goals; broadening horizons; and becoming fully functioning, responsible citizens.

### For the College

The expected outcome for the college is increased enrollment of women having academic, cultural, and economic limitations.

## SUMMARY OF EXPECTATIONS

It is expected that Fresno City College will, as the result of the findings and recommendations of this practicum, modify current administrative and/or curriculum-faculty policies in a manner which will facilitate better educational opportunities for the Fresno area of women who are financially and/or culturally deprived. Expectations include:

1. Employment of full-time director and support staff.

2. Development of a Women's Center which will serve the needs of female students both day and night.

3. Publicity and action-oriented activities.

4. Expansion of Women's Studies courses to include vocational, professional, technical, and cultural objectives.

5. Advancement of women from an inferior position to one where they are fully functioning in private, civic, and professional life which their educational experiences provide.

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APPENDIX A

QUESTIONNAIRE

SECTION I Student Characteristics WOMEN

Please fill out each of the following items before going on to the questionnaire.

1. Age Group

| | |
|---|---|
| 87.2% | 18-24 |
| 6.7% | 25-35 |
| 6.0% | 36-45 |
| -- | 46-55 |
| -- | 56 and over |

2. Estimated yearly income level

| | |
|---|---|
| 64.8% | $100 to $3,000 |
| 14.2% | $3,100 to 4,500 |
| 4.3% | $4,600 to 6,000 |
| 4.3% | $7,600 to 10,000 |
| 4.3% | $10,110 to 15,000 |
| 7.6% | Over $15,000 |

2a. Unemployed

| | |
|---|---|
| Yes | 72.5% |
| No | 13.8% |
| N/A | 10.3% |

3. Birthdate_____

3A. Ethnic Data:

| | |
|---|---|
| Mexican American | 19.8% |
| Negro-Black | 9.9% |
| American Indian | 2.2% |
| Oriental-Asian | 6.8% |
| White | 57.2% |
| Other Non-White | 3.8% |

4. Marital Status:

| | |
|---|---|
| Single | 77.8% |
| Married | 14.5% |
| Divorced | 6.1% |
| Separated | .7% |
| Widowed | .7% |

4A. Husband's Occupation_____

| | |
|---|---|
| Professional | 22.7% |
| White Collar | 9.0% |
| Blue Collar | 40.9% |
| Student | 4.5% |
| Military | 4.5% |

5. Number and Ages of Children

_____between 1-6
_____between 7-18
_____over 18 but dependent

6. How are children cared for

39.1% at home
4.7% with relative
4.3% with older brother or sister
34.7% other (child care center or ?)

6A. Would you use a child care center if one were available at FCC?

Yes 66.0%
No 32.0%

7. Circle highest school grade completed:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 or more

0% .7% 73.4% 15.6% 5.4% 2.3% 2.1%

College Units_____

8. Distance from home to Fresno City College _____ miles.

80.7% 8 or less
19.3% 9 or more

9. Means of transportation:

Car 74.5%
Bus 9.8%
Bike 3.8%
Carpool 6.8%
Other (specify) 4.6%

10. My plans for the future are:

| | | |
|---|---|---|
| 40.1% | a. | to graduate from Community College and go right to work. |
| 22.3% | b. | to graduate (complete a college program, degree or certificate). |
| 33.8% | c. | to go on to a four-year college after completing Community College. |
| 3.8% | d. | other. |

SECTION II Information Needs

The following information areas are available for students at Fresno City College. Please mark each item according to

1._____needed
2._____not needed

Record mark on each line:

| | | | |
|---|---|---|---|
| 1. 69.9% | Information | concerning | graduation requirements. |
| 2. 58.2% | " | " | elective courses. |
| 3. 56.5% | " | " | prerequisite courses. |
| 4. 44.8% | " | " | where to get aptitude testing. |
| 5. 57.3% | " | " | college scholarships. |
| 6. 50.4% | " | " | federal loans to students. |
| 7. 37.5% | " | " | Social Security benefits. |
| 8. 30.3% | " | " | welfare benefits. |
| 9. 61.4% | " | " | work experiences available at FCC. |
| 10. 26.7% | " | " | retirement. |
| 11. 40.2% | " | " | handicapped student problem. |
| 12. 48.2% | " | " | child care. |
| 13. 50.8% | " | " | Women Center. |
| 14. 50.8% | " | " | Women Studies. |
| 15. 71.8% | Career information. | | |

Please write any other informational needs that you desire to receive (divorce information, special counseling, continuing education):_____

_____

_____

WOMEN SERVING ON

CITY BOARDS AND COMMISSIONS

Aging, Commission on

Mayter Alexander
Patricia Conley
Juanita Fernandez
Mildred Baker
Elvira Cowan
Marie R. Welch
Sudie Douglas

Affirmative Action Commission

Patricia Anderson
Ernestine Leas
Mrs. Lou Hooks
Mary Stanley

Art Advisory Committee

Mrs. Adolf Ordorfer

Athletic Commission

Gail Robinette
Virginia Busick

Central Business District Advisory Committee

Linda Mack (City Council rep.)

Charter Review Committee

Carol Slinkard
Betty Rodriguez
Mary Lee

Civic Center Advisory Committee

Pat (Mrs.Russell) Fey
Joann Slinkard
Gloria Goedhard

Civil Service Board

Vivian Ramirez

Community Development Comm.(FC

Elma Sterling
Rosellen Kershaw
Josephine Maez
Connye Kubo
Victoria Acosta
Tillie Tuschhoff

June Wright (#6)
Alma Lewis (#1)

General Plan Citizens Committe

Elizabeth Davis
Virginia Alexander
Anidelle Flint
Nancy Boyer
Helen Harper
Mary McGarry
Bette Noblett
Sharon Staring
June Wright

Fire Control System Task Force

Mrs. Richard Hall

Housing Advisory, Finance & Appeals Board

Rosellen Kershaw
Winifred Ring

Housing Authority

Dorothy Ethridge
Belle Canales Tucker
Debra McCollum

Joint Advisory & Appeals Board

Mrs. Jean Knowlton



BEST COPY AVAILABLE

Manpower Executive Board

Ellen Funch
Jeri Richards

Metro.Flood Control District

Mia Hatakeyama

Open Space Citizens Committee

Doris Bazar
Virginia Colver
Elizabeth Davis
Catherine Gordon
Linda Mack
Margaret Sharp

Park & Recreation Commission

Catherine Gordon (School District)
Dorothy Rohlfing " "
Margaret Robinson " "

Planning Commission

Virginia Colver

Prayer Breakfast

Eva Streit

Public Appeals Review Board

Goldie Farris
Loretta Billings

Urban Unification Committee

Ellen Funch
Dorothy Rohlfing

Patricia Alviso

Water Processing Advisory Board

Victoria Acosta

Youth Commission Exec. Board

Leslie Zander

Veterans Advisory Committee

Ann Freeman

Parking Authority

Eva Streit

Meux Home Restoration Adv.Comm.

Peggy Lang
Edith Story
Phyllis Wilson



University Health Science
Center Task Force

Sister Gladys Marie, C.S.C.

*National Organization for Women*

*Fresno Chapter* -- P. O. Box 2382 -- 291-0404

July 14, 1974

Patt Endler
1154 W. Stuart
Fresno, Calif. 93705

Lillian Richards
Fresno Community College
Fresno, Calif. 93741

Dear Ms. Richards,

It has come to my attention that you have performed a great service for the cause of women in higher education and the attendent difficulty of adequate childcare for women returning to higher education. It is hoped the study you have made on this subject will facilitate matters in the Fresno area. The need for childcare programs at both the Community College and the University levels is pressing, indeed, absolutely essential to any program which purports to opening itself to women. It is no myth that many women who would otherwise avail themselves of college training, do not precisely because adequate and inexpensive childcare is not available to them. It is part of the tragic irony of being a woman in American society that while we are hailed as mothers and the teachers of tomorrow's citizens, we are many times penalized for that very role in other situations. If higher education is to be made available to all women in our society, regardless of financial capabilities, we must see to it that childcare is one of our first priority items.

Please keep us informed about your project, and I wish to offer any help our organization may extend. Thank you, again, and keep up the good work.

In the cause of human dignity and human rights,
I am,

Patt Endler

Patt Endler
President, Fresno N.O.W.
Chapter

# Divorced Women, Widows May Receive College Financial Aid

SACRAMENTO (UPI) — With more divorced women in California going back to school, community colleges are taking a hard look at a plan to give them additional financial support, an education official reported.

"Indications show an increasing number of formerly married women are going to school to receive training so they can provide for themselves," said Bob Harris, who is doing an enrollment study for the Coordinating Council for Higher Education.

Harris said the study on enrollments in the California Community College System is not complete, but preliminary data shows a growing number of divorced and widowed women enrolled in the colleges, which have a full and part-time enrollment of one million students.

A major policy statement from the system's board of governors, which will be acted on in April, squarely addresses itself to separated and divorced women.

"Community colleges are attracting a substantial number of formerly married students, particularly women," the informational portion of the statement said.

"These women have a particular need for financial aid and for special programs to acquire skills necessary to obtain immediate employment," it said.

Chuck McIntyre, director of analytical studies for community colleges, said if the policy statement is adopted it would point out a direction to the district-operated colleges.

The statement also said divorced women, especially those with children, are generally less able to forego income and "have unique needs for financial aids and employment skills." It further said that although community college fees are nominal, financial aids still are required to afford access to many people.

A spokesman for the state welfare program said such a plan would certainly reduce the number of divorced women going on welfare by allowing them to attend college and acquire skills. But he said such a program would not solve the entire problem of California's 374,000 aid to dependent children cases.

Figures from the state's vital statistics section showed during the first nine months of 1972 there were 116,995 men and women filing divorce complaints in California, a brisk jump of 5,000 over the same period the year before.

Pamela Faust, executive director of the Commission on the Status of Women, said there is a new surge for independence among females which would account for the increasing numbers of divorced and separated women attending college.

She praised the community college system for approaching the problem of financial aid and said such a statement may not have been possible a few years ago.

BEST COPY AVAILABLE

AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES

A COUNCIL OF THE AMERICAN ASSOCIATION
OF COMMUNITY AND JUNIOR COLLEGES

March 19, 1974

Ms. Lillian Richards
Humanities
Fresno City College
1101 E. University Avenue
Fresno, CA 93704

Dear Lillian:

Glad the material I sent you gave you a boost. I testified before Senator Dumally's Joint Committee on Legal Equality last Friday and that gave me some energy to keep on truckin'.

Enclosed are an information sheet and application blank on the new American Association of Women in Community and Junior Colleges. We hope you will consider joining. Our current membership is close to 300 and we've just begun.

In sisterhood,

Marjorie Kroeger Blaha

JACQUELINE L. RYLE
CITY CLERK

March 14, 1974

Ms. Lillian Richards
Humanities Studies
Fresno City College
1101 University Avenue
Fresno, California 93704

Dear Ms. Richards:

We too are concerned about the continuing education for women and feel that this is an area of compelling need.

We congratulate you on your efforts and interest in bringing this to light, and wish you much success in your endeavors.

Attached is a list of women serving on City boards and commissions which you requested. As you can readily see, the City of Fresno is aware of the need for women in local government and is attempting to correct it.

Again, much success in your studies.

Jacqueline L. Ryle
City Clerk

JLR:ry

Attachment



CITY HALL • 2326 FRESNO STREET • FRESNO, CALIFORNIA 93721 • PHONE 266-8031

2100 Moorpark Avenue
San Jose, California 95128
(408) 298-2181

San Jose Community College District
Board of Trustees
Renee Baum, President
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John R. Brokenshire
Yancy L. Williams
Gael Douglass
Otto Roemmich
District Superintendent

WOMEN'S RE-ENTRY TO
EDUCATION PROGRAM

Dr. Theodore I. Murguia
President

Marjorie K. Blaha
Director, ext. 365

March 4, 1974

Ms. Lillian Richards
Department of English
Fresno City College
1101 University Avenue
Fresno, CA 93704

Dear Lillian:

Enclosed are some brochures about the San Jose City College and other Women's Programs. In addition to the WREP Program, which is funded by a grant from the Fund for the Improvement of Postsecondary Education, SJCC has also started a Women in Transition Program (see brochure) to meet the needs of women who do not meet the criteria for entrance into the WREP Program.

SJCC offers only one women's studies course, Representations of Women in Literature, which I started about 3 years ago. This course is presently being taught only in the night division, but will be offered during the day in Fall, 1974. Currently, a SJCC instructor (woman) has released class to encourage development of other women's studies courses. We hope to offer Women in Sociology, Women in History, and the History of Minority Women in Fall, 1974.

I might recommend the following to you as area contacts on re-entry and women's studies courses:

Eileen Rossi, City College of San Francisco
Beatrice Cossey, De Anza College
Diane LeBow, English Department, Canada College
Kathy Zanger, WREP, Gavilan College
Nyan McNeill, Foothill College

I hope you have success with your efforts. We need all the research that can be done on and for women. You are not alone-maybe at Fresno you are-but many of us are working either alone, or with others toward the same goals.

I'll send you specific information on the AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES as soon as I find a few minutes to type it. You should join, both to be a part of a great new women's power group and for the mailing list of women like yourself who can be good contacts for your dissertation.

In sisterhood,



Marjorie Kroeger Blaha

March 1, 1974

Board of Governors
California Community Colleges
825 15th Street
Sacramento, California, 95814

Attention: Mr. Chuck McIntyre
Director
Analytical Studies

Dear Mr. McIntyre:

I read with great interest an article in the Fresno Bee, Wednesday, Feb.27th, which is entitled:"Divorced Women, Widows May Receive College Financial Aid". Reference is made to a study of Bob Harris on enrollment for the Coordinating Council for Higher Education which involves California Community Colleges and the potential re-entry of women with dependent children and other women who need educational "re-cycling."

At present I am involved in a study for a university on the re-entry needs of women. My Needs Assessment survey should be useful for Fresno City College's newly developed Women's Center and Women Studies Core Program.

May I please have any data thus far developed? I feel this information is supportive and vital to the needs of women in our attendance area.

Thank you! I look forward to exciting discoveries.

Cordially,

Lillian Sondey Richards
Instructor in English

Copy:
Mr. Bob Harris
Coordinating Council for
Higher Education

B. F. SISK
16TH DISTRICT, CALIFORNIA

COMMITTEE ON RULES

COMMITTEE ON AGRICULTURE

HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES
WASHINGTON, D.C. 20515

TONY COELHO
ADMINISTRATIVE ASSISTANT

DISTRICT OFFICE:
BETTY CLOUGH CORNELIUS
FIELD REPRESENTATIVE
ROOM 2001
FEDERAL OFFICE BUILDING
1130 O STREET
FRESNO, CALIFORNIA 93721
209-487-5004

February 5, 1974

Ms. Lillian Richards
Humanities Department
Fresno City College
1101 East University Avenue
Fresno, California 93704

Dear Ms. Richards:

I have been informed by my District Office in Fresno of your telephone inquiry about obtaining a Title I grant application for women studies. I have discussed this matter with officials of the Department of Health, Education and Welfare, and I am told that the applications must be obtained from the State of California, which oversees such projects.

HEW officials say you can obtain an application and copies of regulations by contacting the Coordinating Council for Higher Education, 1020 12th Street, Sacramento, California 95814.

Also, there is an organization in Washington, D. C. which funds some women studies programs, however, it is very selective and prefers to review applications which offer innovative and unique courses. If you feel you might qualify, you should contact:

Ms. Virginia R. Smith
Director
Fund for Improvement of Post-Secondary Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

I trust this information is helpful, but if I may be of further assistance please do not hesitate to contact me at once.

Sincerely,

Bernie Sisk

B. F. SISK
MEMBER OF CONGRESS

BFS:gpm/pd